

Central Elementary School/

Kindergarten Orientation

2020-2021



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WELCOME

Welcome to Central Elementary Kindergarten. We look forward to spending time with you and your child. Included in this handbook is information about our program that we hope you will find helpful. Please take a moment to read through it and keep it in a safe place for easy reference throughout the school year.

In mid August, you will be notified by mail about a parent conference that has been scheduled. At that time, you will have an opportunity to obtain your child's bus number and receive additional information about transportation. Our telephone number is 410-222-1075.

We wish you and your child a pleasant summer and look forward to meeting you in the fall.

SUPPLIES

The following items will be needed:

1 Pocket folder with your child's name on it

20 small Glue Sticks

1 Box #2 Pencils, Ticonderoga brand

1 Backpack

1 box of washable markers (Thick NOT Skinny)

1 Bottle (w/pump) hand soap

Girls- 1 box of gallon Ziploc bags

Boys- 1 box of quart Ziploc bags

Activity fee (to be determined at the beginning of the 20-21 school year)



ATTENDANCE

As kindergarten is a mandatory program, your child is required to attend on a regular basis. If it is necessary for your child to be absent from school, a note of explanation is required in order for the absence to be excused. The following are considered excused absences: sickness, death in the family, court summons.

TRANSPORTATION

A note is required for any change in transportation as the children often misunderstand these changes. This results in high anxiety for both students and school staff at dismissal time. If your child is a regular bus rider and you wish to pick your child up from school, please send a note stating this. If we do not get a note and you are not here to pick up your child by bus time (due to an unforeseen delay), we **must** send your child home on the bus.



CLOTHING

Please label all of your child's outerwear clothing (sweaters, jackets, etc.). Dress your child in clothing he/she can handle at bathroom time. Please be sure your child wears shoes that will be safe for outside play. (NO flip-flops). Dress for the weather, as we will go outside for a short time **every day**, weather permitting. Please remember how easy it is to lose bracelets, chains, rings, etc. Consider this when your child leaves for school wearing favorite jewelry.

SNACK

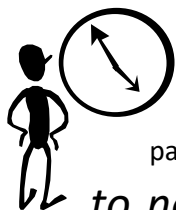
Snack will be scheduled after lunch. Children will need to bring in a water bottle/container to have as part of their snack. It can remain at school for the week and can be refilled here, or your child may take it home every night to refill it. Children should be able to open their own water bottle. **Please, no juice boxes.**

We are asking each parent to send in 20 snacks per month for the class. Please send these in by the beginning of each month. Further information will be provided at your child's conference in August.

BIRTHDAY CELEBRATIONS

We are not going to be permitting food treats to be distributed for birthday celebrations. If you would like to send something in for your child's birthday (please send in pencils, fun erasers, stickers.) **Please also note that party invitations may not be sent home through the school.**

EARLY DISMISSALS / LATE OPENINGS



Sometimes due to inclement weather or the county school calendar there are delayed openings or early dismissals. When there is a two-hour delayed opening, our children will be served lunch as soon as they arrive at school. A Connect Ed message is sent to parents regarding closings, delayed openings, and early dismissals. ***Please be sure to notify the school office if your phone number, address, or emergency contact information changes.***



CENTRAL ELEMENTARY SCHOOL

Dear Parent,

According to Anne Arundel County Public Schools guidelines, no child can take medication at school unless Form #2210/1 "Parent Request to Administer Medication at School" is completed by the parents and physician. Both the parent and the physician must sign the form which includes:

- the name of the medication
- the dose
- the route
- the time of administration
- the start and stop dates

Prescription medication must be brought to school by the parent in a container labeled by the pharmacist or physician with:

- the name of the child
- the name of the physician
- the name of the medication
- dosage, route and time
- conditions for proper storage
- prescription date and expiration date
- label must match instructions on the form



Thank you for your cooperation.

WAYS PARENTS CAN HELP AT HOME

- * Read to your child daily.
- * Help your child become aware of street signs, business signs, and road signs.
- * Help your child retell a story in correct order.
- * Help your child print his/her name with the first letter capitalized and the rest in lower case letters.
- * Picture matching games are good for identifying likenesses and differences.
- * Identify objects in pictures and name them.
- * Identify colors and shapes
- * Sort or group objects by size, color, and shape.
- * Give directions using left and right body parts.
- * Help your child count to ten, touching objects.
- * Expect your child to follow simple 2 and 3 step directions.
- * Allow your child to use scissors and glue at home.
- * Use a ball or beanbag to develop hand-eye coordination (bounce, throw, catch).
- * Lacing cards are also helpful for developing hand-eye coordination.
- * Help your child learn to tie shoes and zip or button a jacket.
- * Encourage your child to talk in sentence form rather than in phrases.
- * Model for your child
 - talking in complete sentences
 - reading on a daily basis (magazines, books, newspapers)
 - writing (lists, letters, greeting cards, messages)



PRAISE, PRAISE, PRAISE YOUR CHILD FOR ALL EFFORTS!!!

WRITING

Daily writing is one of the foundation blocks of our language arts philosophy. Just as children learn to speak by speaking and read by reading, they also learn to write by writing. Each day the children will write, usually in a journal that is kept at school. Periodically your child will bring home some journal work to share with you. The journal serves as a valuable learning tool. Students will begin to get their own ideas on paper and learn firsthand the power of the written word. Research shows it is one of the most effective ways to teach and learn phonics (the relationship between letters and sounds).

Children at the beginning stages often use “picture writing”, scribble writing, or random letters to represent words. As they progress, they will begin to use letters that represent the sounds in the words they are attempting to write. At this stage, you might see “fd” for fed. We make good use of the children’s growing understanding of phonics by helping them to listen carefully to the words they wish to use. We call this the “auditory stage”. We know that the children’s ability to communicate in print would be greatly inhibited if we insisted upon standard spelling at this point. Our ultimate goal is for your child to communicate on paper; remember that each child may be at a different developmental level.






Often, children will draw pictures as a part of their communication at these early stages. This helps them to “find” the words they might want to use in their writing. Sometimes when they are sharing their journal pages with you, you may find that they have forgotten what they wrote. You might find it difficult to read the writing as well. That’s OK! Celebrate and praise their attempts! Ask them to tell you what they were thinking about as they drew and wrote on that day.

At this stage, we would ask you **not** to correct their spelling. When they first started babbling as babies, none of us corrected the words “dada” or “mama”. We encouraged and enjoyed their growth while continuing to model words accurately. As their teachers, we will continue to celebrate their attempts, provide good models, and encourage them to progress.

As the children’s writing begins to look more like standard spelling, we will be surrounding them with strategies for learning to spell. We will offer an alphabet sound page and “word walls” of high frequency and high interest words to help them look more closely at their writing. This is a gradual process.

If you have additional questions, please feel free to contact us. We will be happy to talk with you directly about your child’s specific progress as a writer.

Ways to help with writing at home –

-  Provide writing materials. Let your child use different kinds of paper, markers, and crayons.
-  Let your child see you write. Explain what you are writing. When you make a shopping list let your child add something that he/she wants.
-  Talk about family happenings. Help your child to write stories to go along with family events.
-  Brighten your child’s day with an occasional note in their lunch bag.
-  Help your child create greeting cards for family and friends.

Kindergarten Curriculum Overview

Our kindergarten curriculum is a program developed by educators in Anne Arundel County, based on the Maryland Common Core frameworks and the philosophy of empowering our youngest learners. The curriculum is based on four main themes: The Power of Me, The Power of Us, The Power in Our World, and The Power of Possibilities. Within each theme, the children will be investigating how we interact with each other and with the world around us. While the focus is on literacy, learning to read and write, student engagement, excitement, and ownership in learning are also integral parts. Math, science, and social studies are integrated into the curriculum as well. The following is a description of each component of our curriculum and daily schedule. More detailed information about the schedule of the day will be given to parents at Back to School Night in September.

Morning Mission Launch

We will participate in routine activities to come together as a community of learners, including the calendar, taking attendance, and discussing our daily exploration question.

Foundational Literacy

We will read together, respond to literature, sing songs, recite poems, and learn foundational phonics and phonemic awareness skills which will apply to our reading and writing.

Guided Reading and Literacy Centers

We will demonstrate skills to become better readers with teacher support in small guided reading groups. We will practice reading/writing activities independently or with the assistance of a teaching assistant.

Move, Move, Move

We will have the opportunity to move our bodies to songs and learn about health-related topics to understand how we can keep our bodies healthy.

Writer's Workshop

We will write to express our personal ideas through narrative stories and opinion writing, as well as writing to inform on a familiar topic.

Math

We will utilize a variety of manipulatives to sort, count, add, and subtract. We will play cooperative games in small groups and complete independent activities to practice math concepts.

Recess/Outside Play

We will use large motor skills to run, jump, climb, hop, skip, etc. We will use problem-solving skills and play cooperatively with friends.

Science and Social Studies

We will seek information through reading, observation, exploration, and investigation to understand how the world around us works, grows, and changes.

Developmental Centers

We will participate in developmental play, making choices and working cooperatively with our friends. We will have the opportunity to eat a snack.

Cultural Arts

We will use large motor skills in physical education, and participate in a variety of activities in music, art, computer technology, and media.

Anne Arundel County Public Schools

Department of Instruction

Early Childhood Education

To the Parents:

Introducing learning activities to children should be fun, interesting and enjoyable for both parent and child. Children learn best through play activities that allow them to move, arrange, sort, put together or take apart. The setting should be comfortable, the pace low keyed. A few minutes of undivided time with mother or dad is worth much more than a long time that is interrupted by many other tasks.

A few tips will help children learn and enjoy while they develop a love for learning.

1. Use the KISS formula – Keep It Short and Simple.
2. Remember attention span is about one minute more than age (five years old and + 1 = 6 minute attention span).
3. Keep materials, games and activities simple. Don't allow the child to become frustrated. Give some help with a hug and a pat on the back for trying.
4. Remember everyone likes to win. A little praise goes a long way.

LET'S PLAY CARDS

1. **I KNOW MY NUMBERS** (number recognition, relationships, one-to-one correspondence)
Separate a deck of cards into suits using only numbered cards (2-10).
Mix cards well and place face up on the table.
Have child find four cards showing the same number.
Have child count objects on each card to check.
2. **NUMBERS** (Number Recognition, Counting, Sequence)
Take out all number cards (2-10). Mix cards well, then have the child build suits in numerical order.
3. **CONCENTRATION** (Following Directions, Sequence, Memory)
Take two suits of cards using numbers from two to ten. Mix cards well. Place face down on the table in rows of six. Turning over one card at a time, find two cards having same number.
4. **PATTERNS** (Left to Right Progression, Memory, Sequence)
Using face cards (King, Queen and Jack), build patterns. K Q J K Q K
Read the pattern with the child. Then:
 - a. see if child can "read" and extend pattern;
 - b. "read" and duplicate pattern;
 - c. reproduce and "read" pattern.
5. **cards** (Memory, Number Value, Attention Span)
Mix cards well, then divide cards evenly among players. Players place cards in stacks in front of them face down. Moving clockwise around the circle, each player plays the top card from the stack. Player playing card having highest point value receives all cards played.

DID YOU KNOW

Children who know how to handle books and are familiar with stories learn how to read much faster than those who have little or no book experience.

Children who learn to read early are the ones who are read to by parents, siblings, or other caregivers.

Reading aloud to your child is the single most important thing you can do to make him a reader.

Telling a story from the pictures is an important step in the learning to read process.

Pretend reading is a critical step in the developmental process of leaning to read.

Talking develops language. Talk to your child and let him/her talk about things you do together and things he/she does with friends.

Source: Read to Me: Raising Kids Who Love to Read

By: Bernice E. Cullinan

PREPARING YOUR CHILD FOR KINDERGARTEN

The interest and care we show our children now can create the self-confidence they'll need for a successful future. Your child's home and school experiences are both important to his/her development. Hopefully, we can all be partners in this learning process.

What can parents do over the summer?

Encourage your child.....

- to put away his/her own toys at pick-up time
- to speak in complete sentences
- to listen when others speak
- to speak clearly – no “baby talk”
- to follow directions (but make sure you're issuing one at a time and checking to see that they do what you ask).
- to take over simple household tasks
- to assume responsibilities for feeding, washing, caring for a younger brother, sister or pet
- to learn how to button, zip, and tie his/her own clothing
- to share with others

Establish....

- a routine of going to bed, getting up, resting, and playing at home that he/she can continue when he/she starts school.

What can parents do when school begins?

Getting your child off to a good start in school each day is very important. Below are some hints:

1. Plenty of sleep – ten to twelve hours of sleep most often allows your children to be alert and ready to learn.
2. Good health – regular check-ups with the doctor and dentist are needed as children's bodies develop. Be sure your child's immunizations are up to date.
3. Good health habits – brushing the teeth, blowing the nose, covering the mouth when coughing and the correct use of the bathroom are necessary habits to be learned

at an early age.

4. Clean bodies and clean clothes – children who feel good about themselves find it easier to make friends and work with others.
5. Regular attendance – children learn in small steps. Daily attendance is necessary for the many skills involved in learning.
6. Spend time with your child – listen to things that concern or are important to your child. Notice changes in behavior. Take time to do things together. Show an interest in school experiences and your child's papers and drawings. Praise your child often so he/she develops pride in his/her accomplishments.

ALL I EVER REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN

By Robert Fulghum

Most of what I really need to know about, how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life. Learn some and think some and draw and paint and sing
and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch for traffic, hold hands and stick
together.

Be aware of wonder.

Remember the little seed in the plastic cup. The roots go down and the plant
goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup
– they all die. So do we.

And then remember the book about Dick and Jane and the first word you
learned, the biggest word of all: LOOK.

Everything you need to know is in there somewhere. The Golden Rule and Love
and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all – the WHOLE WORLD – had
cookies and milk about 3 o'clock every afternoon and then lay down with our
blankets for a nap.

Or, if we had a basic policy in our nation and other nations to always put
things back where we found them and cleaned up our own messes.

And, it is still true, no matter how old you are, when you go out into the world,
it is best to hold hands and stick together.

